



July 2007

DEPARTMENT OF EDUCATION
2006–2007 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. The *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2006-2007 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science and technology at grades 4 and 8, based on achievement standards set last year and disaggregated by student and school characteristics. The reports also contain baseline status in writing at grades 5 and 8, reported according to new standards set this year through a process approved by advisory committees and informed by Maine teachers. This report, together with MEA individual student and subject specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The writing reports provide information on a student's ability to respond to a prompt measuring narrative writing at grade 5 and persuasive/argumentative writing at grade 8. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 6

Test Date: March 2007 (Reports Revised October 2007)
ID: 10891288
District: Limestone School Department
School: Limestone Community School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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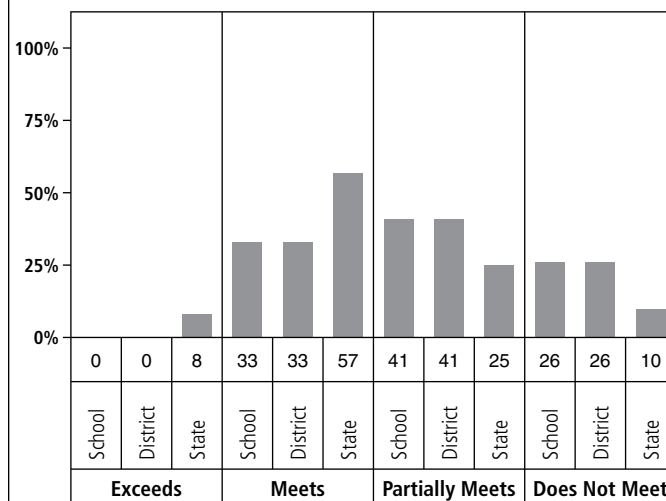
SUMMARY OF SCORES

Date: March 2007
Grade: 6
District: Limestone School Department
School: Limestone Community School

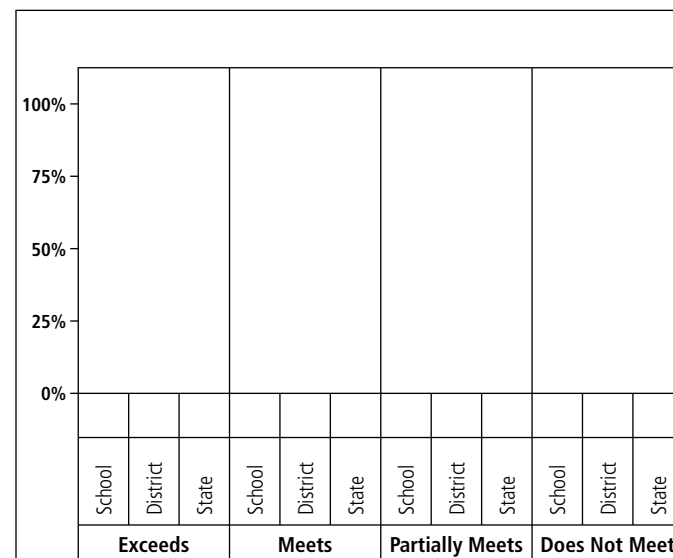
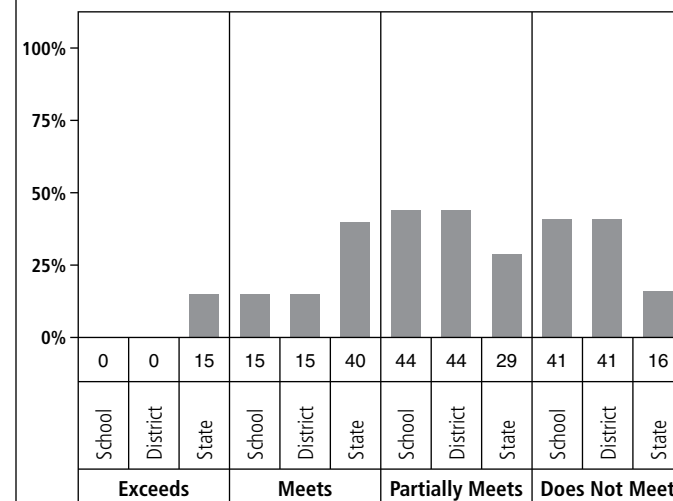
Summary of School, District, and State Scores

Year	Average Scaled Score		
	School	District	State
ELA – Reading 2005–2006 2006–2007 Cum. Avg. *	645 636 640	645 636 640	644 646 645
Mathematics 2005–2006 2006–2007 Cum. Avg. *	634 628 630	634 628 630	641 643 642

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Date: March 2007
 Grade: 6
 District: Limestone School Department
 School: Limestone Community School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	27	100	27	100	14621	100	27	100	27	100	14494	99	27	100	27	100	14498	99						
Ethnicity African American	1	4	1	4	358	2	1	100	1	100	351	98	1	100	1	100	355	99						
American Indian/Native Alaskan	0	0	0	0	106	1	0	0	0	0	105	99	0	0	0	0	106	100						
Asian/Pacific Islander	0	0	0	0	214	1	0	0	0	0	212	99	0	0	0	0	213	100						
Hispanic	1	4	1	4	164	1	1	100	1	100	160	99	1	100	1	100	159	98						
White	25	93	25	93	13776	94	25	100	25	100	13665	99	25	100	25	100	13664	99						
Not Reported	0	0	0	0	3	0	0	0	0	0	1	33	0	0	0	0	1	33						
Identified disability	7	26	7	26	2570	18	7	100	7	100	2519	99	7	100	7	100	2521	99						
Current LEP	0	0	0	0	292	2	0	0	0	0	284	97	0	0	0	0	290	99						
Economically disadvantaged	18	67	18	67	5456	37	18	100	18	100	5389	99	18	100	18	100	5391	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		District		State		School		District		State		School		District		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	23	85	23	85	11904	81	23	85	23	85	11926	82						
Identified disability (PET/IEP)	3	13	3	13	471	4	3	13	3	13	491	4						
LEP	0	0	0	0	159	1	0	0	0	0	165	1						
504 plan	1	4	1	4	162	1	1	4	1	4	164	1						
Participation with accommodations	4	15	4	15	2382	16	4	15	4	15	2380	16						
Identified disability (PET/IEP)	4	100	4	100	1855	78	4	100	4	100	1843	77						
LEP	0	0	0	0	110	5	0	0	0	0	120	5						
504 plan	0	0	0	0	58	2	0	0	0	0	56	2						
Other	0	0	0	0	389	16	0	0	0	0	390	16						
Participation through alternate assessment (PAAP)	0	0	0	0	198	1	0	0	0	0	192	1						
Identified disability (PET/IEP)	0	0	0	0	193	97	0	0	0	0	187	97						
LEP	0	0	0	0	5	3	0	0	0	0	5	3						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	10	0												
Approved non-participation – special consideration	0	0	0	0	22	0	0	0	0	0	22	0						
Non-participation – other	0	0	0	0	105	1	0	0	0	0	101	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Date: March 2007
Grade: 6
District: Limestone School Department
School: Limestone Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	1176	8
		0	0	0	0	1132	8
		0	0	0	0	1154	8
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006 2006-2007 Cum. Avg.	11	55	11	55	7612	51
		9	33	9	33	8127	57
		10	42	10	42	7870	54
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006 2006-2007 Cum. Avg.	9	45	9	45	4080	27
		11	41	11	41	3549	25
		10	42	10	42	3815	26
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006 2006-2007 Cum. Avg.	0	0	0	0	2005	13
		7	26	7	26	1478	10
		4	17	4	17	1742	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	56	100	27.1	48.4	27.1	48.4	33.8	60.4
Literary Text	28	50	12.3	43.9	12.3	43.9	16.0	57.1
Informational Text	28	50	14.7	52.5	14.7	52.5	17.7	63.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short authentic texts, selected from developmentally appropriate published works. Items on the MEA measure Grade Level Expectations, based on Maine’s *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Limestone School Department
 School: Limestone Community School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	9	33	11	41	7	26	636	27	0	33	41	26	636	14286	8	57	25	10	646
Ethnicity																						
African American	1										1						339	2	46	25	26	639
American Indian/Native Alaskan	0										0						104	4	42	30	24	640
Asian/Pacific Islander	0										0						208	9	54	26	11	647
Hispanic	1										1						159	6	50	26	18	643
White	25	0	0	9	36	9	36	7	28	636	25	0	36	36	28	636	13475	8	57	25	10	646
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	0	0	4	57	3	43	629	7	0	0	57	43	629	2326	1	25	39	35	635
No	20	0	0	9	45	7	35	4	20	639	20	0	45	35	20	639	11960	9	63	22	6	648
Limited English proficient students																						
Current LEP in first year	0										0						1					
Current LEP beyond first year	0										0						268	1	32	33	34	635
Economically disadvantaged																						
Yes	18	0	0	4	22	8	44	6	33	634	18	0	22	44	33	634	5269	3	46	33	17	641
No	9	0	0	5	56	3	33	1	11	642	9	0	56	33	11	642	9017	11	63	20	6	649
Migrant																						
Yes	0										0						8	0	63	13	25	641
No	27	0	0	9	33	11	41	7	26	636	27	0	33	41	26	636	14278	8	57	25	10	646
Gender																						
Female	16	0	0	5	31	6	38	5	31	636	16	0	31	38	31	636	6997	11	60	21	8	648
Male	11	0	0	4	36	5	45	2	18	636	11	0	36	45	18	636	7288	5	54	28	12	644
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1187	3	35	42	20	639
No	27	0	0	9	33	11	41	7	26	636	27	0	33	41	26	636	13099	8	59	23	9	647
Gifted/talented program																						
Yes	1										1						489	35	61	4	0	659
No	26	0	0	8	31	11	42	7	27	635	26	0	31	42	27	635	13797	7	57	26	11	646

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Limestone School Department
School: Limestone Community School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	622	4	0	0	0	100	622	5	4	40	30	26	639
B. less than one hour	59	0	0	6	38	8	50	2	13	639	59	0	38	50	13	639	60	8	58	24	10	646
C. one to two hours	33	0	0	3	33	3	33	3	33	635	33	0	33	33	33	635	32	9	59	25	7	647
D. more than two hours	4	0	0	0	0	0	0	1	100	628	4	0	0	0	100	628	3	6	47	28	19	643
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	22	0	0	2	33	3	50	1	17	638	22	0	33	50	17	638	39	11	62	21	6	648
B. They match some of what I have learned.	56	0	0	5	33	5	33	5	33	636	56	0	33	33	33	636	49	7	57	27	9	646
C. They match just a little of what I have learned.	15	0	0	1	25	3	75	0	0	637	15	0	25	75	0	637	9	5	42	31	21	641
D. There is no match.	7	0	0	1	50	0	0	1	50	631	7	0	50	0	50	631	3	2	29	30	39	634
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	15	0	0	2	50	1	25	1	25	642	15	0	50	25	25	642	27	16	63	14	7	651
B. good	56	0	0	7	47	5	33	3	20	639	56	0	47	33	20	639	55	6	60	26	9	646
C. fair	22	0	0	0	0	4	67	2	33	629	22	0	0	67	33	629	16	1	43	37	18	640
D. poor	7	0	0	0	0	1	50	1	50	629	7	0	0	50	50	629	2	1	24	46	30	635
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	22	0	0	3	50	1	17	2	33	636	22	0	50	17	33	636	14	6	48	26	20	642
B. about the same as my regular schoolwork	63	0	0	6	35	7	41	4	24	637	63	0	35	41	24	637	65	8	59	25	8	647
C. easier than my regular schoolwork	15	0	0	0	0	3	75	1	25	634	15	0	0	75	25	634	21	9	58	24	9	646
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	0	0	0	0	3	100	623	11	0	0	0	100	623	7	2	30	36	33	636
B. Most of the passages were about the same as what I normally read.	44	0	0	4	33	8	67	0	0	639	44	0	33	67	0	639	49	5	55	29	10	645
C. Most of the passages were easier than what I normally read.	44	0	0	5	42	3	25	4	33	637	44	0	42	25	33	637	44	12	64	18	6	649
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	63	0	0	5	29	9	53	3	18	638	63	0	29	53	18	638	46	7	56	26	11	645
B. I tried about the same as I do on my regular schoolwork.	37	0	0	4	40	2	20	4	40	633	37	0	40	20	40	633	50	9	60	24	8	647
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	3	39	33	26	639
How much time do you spend reading at home each day?																						
A. more than one hour	22	0	0	1	17	3	50	2	33	635	22	0	17	50	33	635	18	12	61	19	8	649
B. 20 minutes to an hour	37	0	0	5	50	3	30	2	20	640	37	0	50	30	20	640	51	9	60	23	7	647
C. less than 20 minutes	26	0	0	3	43	2	29	2	29	634	26	0	43	29	29	634	13	5	53	28	14	644
D. I rarely read at home.	15	0	0	0	0	3	75	1	25	633	15	0	0	75	25	633	18	2	47	34	17	641
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Date: March 2007
Grade: 6
District: Limestone School Department
School: Limestone Community School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		District		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006	0	0	0	0	1463	10
	2006-2007	0	0	0	0	2092	15
	Cum. Avg.	0	0	0	0	1778	12
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006	3	16	3	16	5914	40
	2006-2007	4	15	4	15	5731	40
	Cum. Avg.	4	17	4	17	5823	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006	12	63	12	63	4494	30
	2006-2007	12	44	12	44	4175	29
	Cum. Avg.	12	50	12	50	4335	30
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006	4	21	4	21	3014	20
	2006-2007	11	41	11	41	2308	16
	Cum. Avg.	8	33	8	33	2661	18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		District		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	18	32	5.4	30.0	5.4	30.0	8.3	46.1
Cluster 2: Shape and Size	14	25	3.9	27.9	3.9	27.9	6.7	47.9
Cluster 3: Mathematical Decision Making	8	14	3.9	48.8	3.9	48.8	5.6	70.0
Cluster 4: Patterns	16	29	8.7	54.4	8.7	54.4	10.8	67.5

- Cluster 1: Numbers and Operations**
 A. Numbers and Number Sense
 B. Computation
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
 E. Geometry
 F. Measurement
- Cluster 3: Mathematical Decision Making**
 C. Data Analysis and Statistics
 D. Probability
- Cluster 4: Patterns**
 G. Patterns, Relations, and Functions
 H. Algebra Concepts
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslt/gles.htm>.

MATHEMATICS RESULTS

(CONTINUED)

Date: March 2007
 Grade: 6
 District: Limestone School Department
 School: Limestone Community School

REPORTING CATEGORIES	School										District						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	27	0	0	4	15	12	44	11	41	628	27	0	15	44	41	628	14306	15	40	29	16	643
Ethnicity																						
African American	1										1						350	4	29	32	35	633
American Indian/Native Alaskan	0										0						105	7	22	37	34	634
Asian/Pacific Islander	0										0						211	24	37	27	12	648
Hispanic	1										1						158	11	36	30	23	640
White	25	0	0	4	16	10	40	11	44	628	25	0	16	40	44	628	13481	15	41	29	15	644
Not Reported	0										0						1					
Identified disability																						
Yes	7	0	0	0	0	2	29	5	71	616	7	0	0	29	71	616	2334	3	18	32	47	628
No	20	0	0	4	20	10	50	6	30	632	20	0	20	50	30	632	11972	17	44	29	10	646
Limited English proficient students																						
Current LEP in first year	0										0						10	0	20	20	60	627
Current LEP beyond first year	0										0						275	5	24	29	41	631
Economically disadvantaged																						
Yes	18	0	0	2	11	8	44	8	44	626	18	0	11	44	44	626	5282	7	32	36	26	637
No	9	0	0	2	22	4	44	3	33	631	9	0	22	44	33	631	9024	19	45	25	10	647
Migrant																						
Yes	0										0						8	13	50	13	25	639
No	27	0	0	4	15	12	44	11	41	628	27	0	15	44	41	628	14298	15	40	29	16	643
Gender																						
Female	16	0	0	2	13	7	44	7	44	627	16	0	13	44	44	627	7004	14	41	30	15	644
Male	11	0	0	2	18	5	45	4	36	629	11	0	18	45	36	629	7301	15	39	29	17	643
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	0										0						1196	3	24	43	30	634
No	27	0	0	4	15	12	44	11	41	628	27	0	15	44	41	628	13110	16	42	28	15	644
Gifted/talented program																						
Yes	1										1						489	59	37	4	1	664
No	26	0	0	3	12	12	46	11	42	627	26	0	12	46	42	627	13817	13	40	30	17	643

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Date: March 2007
Grade: 6
District: Limestone School Department
School: Limestone Community School

QUESTIONNAIRE ITEMS	School										District						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	4	0	0	0	0	0	0	1	100	616	4	0	0	0	100	616	5	11	29	25	35	635
B. less than one hour	59	0	0	3	19	8	50	5	31	629	59	0	19	50	31	629	60	15	41	29	15	644
C. one to two hours	33	0	0	1	11	4	44	4	44	630	33	0	11	44	44	630	32	15	41	30	13	644
D. more than two hours	4	0	0	0	0	0	0	1	100	602	4	0	0	0	100	602	3	12	34	31	23	639
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	42	0	0	1	9	6	55	4	36	628	42	0	9	55	36	628	47	19	44	26	11	647
B. They match some of what I have learned.	46	0	0	2	17	5	42	5	42	628	46	0	17	42	42	628	42	12	39	32	17	642
C. They match just a little of what I have learned.	12	0	0	1	33	1	33	1	33	630	12	0	33	33	33	630	9	7	27	36	30	635
D. There is no match.	0										0						2	5	14	24	57	625
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	38	0	0	1	10	7	70	2	20	631	38	0	10	70	20	631	28	31	45	16	8	652
B. good	31	0	0	2	25	2	25	4	50	627	31	0	25	25	50	627	50	11	44	31	14	643
C. fair	19	0	0	1	20	2	40	2	40	630	19	0	20	40	40	630	19	3	28	43	27	635
D. poor	12	0	0	0	0	1	33	2	67	619	12	0	0	33	67	619	3	2	16	41	41	629
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	44	0	0	2	18	2	18	7	64	620	44	0	18	18	64	620	23	7	35	34	25	638
B. about the same as my regular schoolwork	40	0	0	2	20	5	50	3	30	635	40	0	20	50	30	635	62	14	43	30	14	644
C. easier than my regular schoolwork	16	0	0	0	0	4	100	0	0	633	16	0	0	100	0	633	15	30	40	21	10	651
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	37	0	0	4	40	4	40	2	20	636	37	0	40	40	20	636	47	13	40	31	17	643
B. I tried about the same as I do on my regular schoolwork.	63	0	0	0	0	8	47	9	53	624	63	0	0	47	53	624	49	17	41	28	14	645
C. I did not try as hard on this test as I do on my regular schoolwork.	0										0						3	13	30	27	30	638
How often do you use hands-on materials in mathematics class?																						
A. almost every day	4	0	0	0	0	0	0	1	100	600	4	0	0	0	100	600	16	11	34	34	22	640
B. two or three days a week	11	0	0	0	0	1	33	2	67	617	11	0	0	33	67	617	35	14	41	29	15	644
C. two or three times each month	33	0	0	1	11	4	44	4	44	629	33	0	11	44	44	629	38	16	43	28	13	645
D. never	52	0	0	3	21	7	50	4	29	631	52	0	21	50	29	631	12	15	36	29	20	642
Which statement best describes the use of calculators in mathematics class?																						
A. Calculators are used daily.	7	0	0	0	0	1	50	1	50	626	7	0	0	50	50	626	11	15	36	30	19	642
B. Calculators are used once or twice a week.	4	0	0	0	0	0	0	1	100	606	4	0	0	0	100	606	40	15	42	28	15	644
C. Calculators are used once or twice a month.	41	0	0	2	18	6	55	3	27	633	41	0	18	55	27	633	25	15	40	30	14	644
D. Calculators are rarely or never used.	48	0	0	2	15	5	38	6	46	626	48	0	15	38	46	626	24	13	40	30	18	642
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	11	0	0	0	0	2	67	1	33	635	11	0	0	67	33	635	7	10	30	28	32	636
B. 30–45 minutes	70	0	0	3	16	10	53	6	32	629	70	0	16	53	32	629	37	12	39	32	17	642
C. 45–60 minutes	11	0	0	1	33	0	0	2	67	630	11	0	33	0	67	630	42	17	43	27	12	646
D. more than 60 minutes	7	0	0	0	0	0	0	2	100	604	7	0	0	0	100	604	14	17	40	28	14	645
Optional school/district question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number